Elvington Church of England Primary School

Inclusion Strategy 2026–2029



Vision Statement

At Elvington Church of England Primary School, we are committed to ensuring that every child is known, valued, respected and supported to flourish academically, socially, emotionally and spiritually. Rooted in our Christian vision and values, we strive to provide an inclusive environment where all members of our school community experience a true sense of belonging and are empowered to achieve their full potential.

We believe inclusion is fundamental to achieving excellence for all children. Guided by the Church of England vision of "Flourishing for All", we celebrate diversity and recognise the unique strengths, experiences and needs of every individual child.

This strategy reflects:

- The proposed national SEND reforms and universal offer
- The Department for Education's seven principles of inclusion
- Best practice guidance outlined by the DfE and educational research
- The ethos and values of Elvington Church of England Primary School

The strategy should be read alongside the school's SEND Policy, Accessibility Plan, Equality Policy, Attendance Policy and Behaviour Policy.

The Department for Education has made clear that mainstream schools will increasingly be expected to provide strong universal inclusive practice, prioritise early intervention and remove barriers to learning through whole-school approaches.

Our Christian Foundation

Elvington Church of England Primary School is a welcoming, caring and stimulating school where children are encouraged to grow spiritually, morally, socially and academically within a strong Christian ethos.

Our values of:

- Respect
- Friendship
- Hope
- Perseverance
- Trust
- Thankfulness, underpin every aspect of school life and shape our inclusive culture.

We believe every child is uniquely created and valued. Inclusion is therefore not an "additional" aspect of school improvement, but central to our moral purpose and daily practice.

Our Inclusive Universal Offer

The DfE has stated that all schools should provide a robust "universal offer" that embeds inclusive practice for all learners.

At Elvington Church of England Primary School, our universal offer includes:

- High-quality adaptive teaching in every classroom
- A broad, balanced and ambitious curriculum for all learners
- Early identification of barriers to learning
- Strong pastoral and emotional wellbeing support
- Clear routines and consistent expectations
- Positive behaviour approaches rooted in restorative practice
- Effective safeguarding systems
- Inclusive classroom environments and reasonable adjustments
- Strong communication with families

- Opportunities for enrichment, leadership and participation
- Support for attendance and belonging
- Access to emotional regulation support and safe spaces
- Inclusive approaches to spiritual, moral, social and cultural development
- High expectations for all learners regardless of need or background

Where needs cannot be fully met through the universal offer, targeted and targeted-plus support will be implemented through the graduated approach.

In line with DfE expectations Elvington Church of England Primary School prioritises early intervention, adaptive teaching and evidence-based support before needs escalate.

The Seven Principles of Inclusion

1. Ambitious Leadership and Governance that Embeds Inclusion

Inclusion is central to the strategic direction of Elvington Church of England Primary School.

Leaders and governors are committed to ensuring inclusion remains a whole-school responsibility rather than a separate system. This reflects national guidance which identifies inclusion as a strategic leadership priority.

We will:

- Ensure inclusion is embedded within school improvement priorities
- Maintain high expectations for all pupils
- Monitor attendance, wellbeing, progress and participation carefully
- Promote accountability for inclusive practice across the school
- Provide ongoing professional development for all staff
- Ensure governors evaluate inclusive provision regularly
- Promote pupil and family voice
- Foster a culture of dignity, belonging and respect

Research and national guidance consistently show that inclusive schools are characterised by strong leadership, shared responsibility and a clearly communicated ethos.

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2. Evidence-Based Support Prioritising Early Intervention

Early identification and timely support are essential in preventing barriers to learning from becoming entrenched.

The DfE has identified evidence-based early intervention as a key expectation within the universal offer.

We will:

- Use assessment information effectively to identify emerging needs
- Implement evidence-informed interventions
- Follow the Assess–Plan–Do–Review cycle
- Monitor interventions regularly for impact
- Work closely with external professionals and wider services
- Support pupils' emotional wellbeing and mental health
- Ensure staff understand a range of SEND needs and inclusive strategies

The government has also highlighted the importance of access to specialist expertise, including speech and language therapists, occupational therapists and educational psychologists.

At Elvington Church of England Primary School, we believe early support, collaborative working and strong relationships with families are fundamental to successful inclusion.

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3. High-Quality Teaching with Curriculum Designed for All Learners

The DfE has identified high-quality teaching as the foundation of effective inclusion.

At Elvington Church of England Primary School, we believe that inclusive classrooms begin with expert teaching and ambitious learning opportunities for all pupils.

We will:

- Deliver adaptive teaching to meet diverse learning needs
- Provide appropriate scaffolding and reasonable adjustments
- Use evidence-informed approaches to support access to learning
- Promote independence, resilience and confidence
- Ensure all pupils can experience success
- Use inclusive resources and multi-sensory approaches

- Design learning environments that reduce unnecessary barriers
- Promote accessibility through classroom organisation and visual supports

The DfE has specifically identified strategies such as scaffolding, flexible grouping, adaptive teaching and supportive technology as examples of effective inclusive practice.

We recognise that inclusion is not simply about physical placement within a classroom, but about meaningful participation, engagement and achievement.

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4. Accessible and Enriching Provision Beyond the Classroom

The DfE expects schools to provide "accessible and enriching provision beyond the classroom" as part of their universal offer.

At Elvington Church of England Primary School, we believe every child should participate fully in the wider life of the school community.

We will:

- Ensure clubs, trips and residential visits are accessible
- Make reasonable adjustments to support participation
- Promote inclusion in sport, music, worship, leadership and performances
- Celebrate achievement in all forms
- Support positive peer relationships and social development
- Encourage pupil voice and responsibility

Inclusive enrichment opportunities help children develop confidence, independence and a strong sense of belonging.

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5. A Safe and Respectful Culture Fostering Belonging and Attendance

The DfE has emphasised that all pupils should "feel safe, respected and develop a sense of belonging".

At Elvington Church of England Primary School, relationships are central to our inclusive culture.

We will:

- Promote respectful and nurturing relationships
- Maintain clear and consistent behaviour expectations

- Use restorative approaches to support behaviour
- Promote emotional wellbeing and mental health
- Reduce barriers to attendance and participation
- Ensure all pupils feel listened to and valued
- Challenge discrimination, prejudice and bullying

National research highlights that belonging, trust and positive relationships are essential to successful inclusion.

We recognise that children thrive when they experience safety, consistency and connection within school.

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6. Strong Partnerships with Families and Wider Services

Inclusive schools work in partnership with families and external professionals.

We will:

- Communicate openly and honestly with parents and carers
- Involve families in planning and reviewing support
- Ensure parents feel listened to and respected
- Work collaboratively with outside agencies and support services
- Signpost families to relevant support where appropriate
- Promote positive relationships between home and school

We believe successful inclusion is built on trust, collaboration and shared understanding.

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7. Inclusive Environments with Continuous Improvements to Accessibility

The DfE has stated that removing barriers to learning is fundamental to inclusive practice.

We will:

- Continue to review accessibility across the school site
- Ensure classrooms are calm, supportive and inclusive
- Consider sensory, emotional and physical needs when planning environments
- Improve accessibility through strategic planning and investment
- Use visual supports and communication aids where appropriate

- Minimise unnecessary sensory distractions
- Ensure learning spaces support regulation and wellbeing

National guidance highlights the importance of designing classrooms and wider environments that minimise distraction and support a range of sensory and regulatory needs.

Staff Development and Professional Learning

The DfE has announced significant national investment in SEND and inclusion training for school staff.

At Elvington Church of England Primary School, we are committed to developing staff expertise through:

- Regular SEND and inclusion training
- Evidence-informed professional development
- Collaborative working with specialists
- Coaching and professional dialogue
- Ongoing review of adaptive teaching approaches
- Sharing effective inclusive practice across school

We recognise that inclusive practice requires continual reflection, learning and development.

Monitoring and Review

This strategy will be reviewed annually by senior leaders and governors.

The impact of the strategy will be monitored through:

- Pupil progress and attainment
- Attendance and wellbeing data
- Pupil, parent and staff voice
- SEND reviews and provision mapping
- Governor monitoring activities
- External professional feedback
- Evaluation of inclusive practice across the school

The DfE has stated that schools will increasingly be expected to demonstrate how they use funding and whole-school approaches to improve inclusion and remove barriers to learning.

Conclusion

At Elvington Church of England Primary School, inclusion is everyone's responsibility.

Through compassion, ambition, partnership and respect, we are committed to ensuring that every child experiences "life in all its fullness" and flourishes within a caring, nurturing and aspirational school community.

We believe that inclusive education is not simply about access, but about ensuring that every child is genuinely known, supported, challenged and valued as an individual.

Working together, we can ensure that all children flourish academically, socially, emotionally and spiritually.